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RESEARCH PAPERS

Abstracts and Condensations of Reports presented at 7th Annual Meeting, Fla., April, 1960

THE IDENTIFICATION, DEVELOPMENT, AND UTILIZATION OF HUMAN TALENTS

John C. Flanagan, University of Pittsburgh and American Institute for Research

During the month of March, for the first time in history, a national census of the aptitudes and abilities of American youth was initiated. Data for this census were collected on approximately 450,000 to 500,000 students in grades 9 through 12 in approximately 1,000 of the nation's secondary schools.

Plans for this study, known as Project TALENT, were jointly developed through the University of Pittsburgh and the American Institute for Research. The United States Office of Education is financing the study supplemented by funds from the National Institute of Mental Health and the Office of Naval Research.

The purpose of the study is to determine what talents the youth of 1960 have to offer. How many have the mathematical aptitude to achieve satisfactory or outstanding marks in college calculus, for example? How many have aptitudes which might lead them to careers as creative scientists or writers? How many have apt[illegible]s to become electronics technicians, machinists, or garage mechanics? Project TALENT assumes that nearly everybody has some talent. The survey is intended to find out what talents the young people of the country, who are in the 9th to the 12th grades in high schools in the spring of 1960, have to offer.

This study represents an effort to repeat on a larger scale and with more adequate controls the now famous long-range follow-up study by Lewis T[illegible]an known as the Gifted Child Study and reported in a series of volumes on *Genetic Studies of Genius*.

The procedures used in the study have been especially developed by members of the Project TALENT staff and experts in various fields throughout the country with the advice of nationally recognized authorities serving on four Advisory Panels in guidance and counseling, educational research, testing problems, and manpower and sociology. The Chairman of these Advisory Panels is Dr. Kenneth E. Oberholtzer, Superintendent of the Denver Schools. An Advisory Council including representatives from some of the nation's leading professional organizations is also assisting the staff.

These groups have participated in and have reviewed the plans for the program and will review reports of the project before they are published.

There has been considerable interest in the sample chosen for the study. In setting up procedures for the selection of the sample, the staff sought the advice of sampling experts. Upon their recommendation it was decided to make use of a stratified sample of 1,000 high schools including all students in the 9th, 10th, 11th, and 12th grades of these schools. Stratification was done on the following bases: state, size of senior class, and student holding power.

1. The first basis for stratification was by state. In addition to the 50 states, the five largest cities whose population was in excess of two million were treated as states. Thus, New York, Chicago, Los Angeles, Detroit, and Philadelphia were added making a total of 55 sampling units. These were then classified into ten regions.
2. *Size of senior class* was the second basis for stratifying the sample. This was accomplished by dividing senior classes into four groups:
   a. Those having 24 or less in the senior class comprised the first group. This involved about one third of the high schools in the country.
   b. Senior classes with 25 to 99 students.
   c. Senior classes with 100 to 399 students.
   d. Senior classes with 400 and more. It was discovered that although only about five per cent of the nation's high schools had senior classes of 400 or more students, these schools included more than 40 per cent of the high school students in the country.

Our sampling experts suggested that instead of simply taking a five per cent across-the-board sample, it would be more desirable to use less than five per cent of the very small schools. They suggested cutting to perhaps only 100 or more sampling units in these small schools. They also recommended increasing the percentage of the larger high schools. Thus, the sample of schools included two per cent of the smallest, those with senior classes under 25; five per cent of the middle categories, those with senior classes from 25 to 399; and about eight per cent of the largest schools whose senior classes had 400 or more students.

3. The third consideration in the stratification process was the *student holding power*. This information was obtained from the 1959 United States Office of Education survey. On the basis of this information it was decided to use the ratio of graduates to tenth graders; the number of students who graduated in 1958, divided by the number of 10th graders in the school in 1959. This provided a good index of student holding power, with the exception, of course, of new schools, changing neighborhoods, etc. This procedure helped to separate high schools into categories on the basis of those where nearly all students graduated; those in depressed areas where very few students graduate and the drop out rate is high, etc.

Public, private and parochial schools from all over the country were included in the data from the Office of Education on which our school stratification was based.

Once the stratification was completed, the selection of individual schools was entirely random using an IBM 650 computer and a set of random numbers.

THE TESTS AND QUESTIONNAIRES

Project TALENT was designed to sample the aptitudes and abilities of high school students in a broad and comprehensive way. A two-day battery of educational and psychological tests was given to each of about 460,000 students in approximately 1,000 high schools. The battery included a broad range of aptitude and ability tests, measures of educational achievement in mathematics, English, and other areas, measures of interest and personal characteristics, and inventories of background and biographical information.

Thirty-six scores will be reported for each student. These are 22 aptitude and achievement tests including: Mechanical Reasoning, Disguised Words, Creativity, Clerical Checking, Visualization in Two Dimensions, Sentence Recall; Visualization in Three Dimensions, Arithmetic Computation, Memory for Words, Word Functions in Sentences, Arithmetic Reasoning, Mathematics (through algebra), Mathematics (beyond algebra), and English, including five parts—English Usage, Effectiveness of Expression, Sentence Structure, Punctuation, Capitalization, and Spelling.

In addition, information tests were used to measure the student's knowledge of literature, science, mathematics, mechanical information, and a number of out-of-school types of activities including sports, hunting and fishing, farm knowledge, home economics, etc.

Two other important instruments used were an Interest Inventory and a Student Activity Inventory. The Interest Inventory lists occupations and activities. The student rated the extent of his interest in each of these on a five point scale. The Student Activity Inventory is a similar five-point self-descriptive rating type of blank which is expected to provide measures of such traits as leadership, productiveness, tidiness, vigor, sociability, self-confidence, persistence, calmness, cooperativeness, theoreticality, social sensitivity, and group centeredness.

Care was exercised to make certain that each of the instruments used provided a unique type of information. This was done by obtaining intercorrelations for all tests for the 9th and 10th grades and for the 11th and 12th grades, in the experimental tryouts of the tests. This uniqueness analysis was accomplished by computing multiple correlations for each test with all of the other tests in the battery. Any test score which could be predicted from the other tests was then removed from the battery. Most of the tests included in the final tryouts had unique variance not included in the other tests in the battery.

All of the tests and instruments used for

Project TALENT were *new*. They were developed specifically for this program by Dr. John T. Dailey, Miss Marion F. Shaycoft, and other members of the Project TALENT staff with some outside help from various specialists. An experimental item analysis was done on all tests last spring.

Biographical data was collected through the use of the Student Information Blank which includes 400 classification types of items such as age, sex, grade, etc. Included in this blank are socio-economic and socio-cultural questions, information on composition of family, number of brothers and sisters, whether each parent is living, etc.; questions regarding hobbies and recreational activities and sports; reading habits; work experience, the amount of part-time and/or regular work which the student does; automobile driving; social and dating activities; organizational and group affiliations, etc. Information was also gathered regarding their school activities such as the programs of studies they are pursuing, the subjects taken, grades received, the amount of time spent studying, honors or awards won, etc. They were also asked about the type of guidance and counseling they received, their future plans, whether they planned to go to college, the amount of other types of education they expected to obtain. This was reported on a six point scale (definitely planning to go, not planning to go, etc.). Questions were included as to reasons for these plans and decisions regarding college or advanced training. For example, circumstances under which the student might be able to go to college, loans, scholarships, etc. Information was collected regarding plans for entering military service, preferences for branches of the service, etc. Questions were asked regarding the student's health, past and present; also information regarding economic attitudes, occupational values, etc.

The answers to all of the questions in these questionnaires will be in terms of the choice selected. This information, recorded on magnetic tape for each student, will permit various analyses to be done on the data when additional information from follow-ups is collected and added to the record.

In addition to the objective of providing an inventory of the abilities and potentialities of the youth of the country, another objective which will be accomplished through a series of follow-up studies one, five, ten, and twenty years after these students graduate from high school, is to determine how closely the present potentials of the students match their future accomplishments. The information for each student will be compared with many important behaviors occurring in the later life of these subjects. In the follow-up studies, students will be requested to answer questionnaires regarding their occupations, training courses they actually entered, the reasons for their choices, their success and satisfaction with the activity chosen, marital status, plans regarding marriage plans, changes of residence, and other facts regarding education, career, and adjustment.

When the follow-up information is added to the data and scores collected in the original testing, studies will be made of the relationship of the test scores and other information to the status of the individuals at the time of the follow-up. This will be done by the use of high-speed electronic computers.

REPORTING TEST RESULTS TO SCHOOLS

No comparisons will be made between schools; nor will there be comparisons between individual cities or states. Information published will be coded. Names and scores for individual students will be reported to the student's school principal *only*. The local schools may use the information at their discretion in helping students to make appropriate choices of subjects and careers, and for general guidance purposes.

OBJECTIVES OF PROJECT TALENT

There are many important results which we hope to obtain through this national census of aptitudes and abilities. These include:

A SCIENTIFICALLY PLANNED INVENTORY OF THE NATION'S YOUTH. From this inventory gifted children who have aptitudes and abilities for scientific, creative, and highly specialized professions can be identified early and encouraged to pursue the careers for which they appear to be most suited. This early identification of talents will enable students and parents to make more realistic decisions regarding college and career plans. In many instances outstanding aptitudes and abilities may be

identified in students who may have no predetermined notions regarding the fields which they might enter later in life. This inventory will assist counselors and teachers to provide improved programs of guidance for such students based on a profile of their test scores and other supporting data.

A second objective of the project is the determination of SPECIFIC PATTERNS OF APTITUDES, ABILITIES, AND INTERESTS WHICH PROVIDE THE BEST BASIS FOR SUCCESS IN VARIOUS COLLEGE COURSES AND CAREERS. By means of our follow-up studies and the comparisons of data concerning success and satisfaction in various college and advanced training courses, information will be obtained from the thousands of students in our sample which will provide a more accurate set of benchmarks or standards for test authors to use in standardizing tests so that scores on such tests will indicate comparable levels of ability.

Through Project TALENT it is planned that A COMPREHENSIVE COUNSELING GUIDE INDICATING THE PATTERNS OF APTITUDE AND ABILITY PREDICTIVE OF SUCCESS IN VARIOUS CAREERS will be developed. This study will enable us to collect information on thousands of student aptitude, interest and ability patterns and find out what these people did later in life, their activities and occupations. This will provide basic information for a guide which help students through more accurate predictions of the kinds of aptitudes and abilities needed for certain careers, what courses are best, what kinds of interests constitute the best basis for specific occupations.

For example, it is well known that an artist needs good color sense, a scientist needs mathematical ability, etc. But counselors and teachers know that many other factors enter into the qualifications for success in such careers. Motivation is a necessary factor, but the best use of the student's special talents requires that he identify his talent early and obtain the education essential for the full development and effective use of his powers.

We anticipate that Project TALENT will make a significant contribution toward meeting this need: better prediction, based on actual follow-ups, of a young person's chances for success in a given field.

It is recognized that to some extent, this can be done today. Available resources which enable teachers, young people and parents to learn that a student has unquestionable talent in a given direction have been an enormous incentive. It is important to provide more precise predictive measures of the degree of success which might be expected when such a student enters advanced training for a particular career.

Project TALENT hopes to achieve A BETTER UNDERSTANDING OF HOW YOUNG PEOPLE CHOOSE THEIR LIFE WORK. Many people follow their family trade or profession. They tend to think people know quite early what their life work will be. Other people drift into an occupation and they tend to think that everyone else more or less drifts into a particular trade, business or profession. Many people feel they have very little choice. Project TALENT hopes to assist young people who have special aptitudes and abilities to make the right choice of their life work.

A BETTER UNDERSTANDING OF THE EDUCATIONAL EXPERIENCES WHICH PREPARE STUDENTS FOR THEIR LIFE WORK is another of the objectives of Project TALENT. It is anticipated that this information will be collected through the various inventories of interests, educational experiences, etc. answered in the original testing, combined with later information regarding educational experiences in advanced training collected in the follow-up studies. Through studies of the educational experiences of thousands of students who later enter various occupations, it should be possible to gain a better understanding of which experiences best prepared them for the careers they ultimately entered and followed.

IDENTIFICATION OF GIFTED CHILDREN

Since it was not practical to give tests predictive of talents in certain specialized fields, the cooperation of the teachers and guidance counselors was enlisted to obtain reports on the students of special talents in fields such as art, music, dramatics, and athletics. This information will be added to the student's record along with other data for subsequent analysis and follow-up studies.

(continued on page 58)

THE ST. PAUL'S SCHOOL ADVANCED STUDIES PROGRAM, A PROJECT IN SPECIAL EDUCATION FOR THE ACADEMICALLY TALENTED

R. Philip Hugny, Assistant Director
ADVANCED STUDIES PROGRAM, ST. PAUL'S SCHOOL, CONCORD, N. H.

In 1956, St. Paul's School was 100 years old. The headmaster of St. Paul's School, Dr. Warren, at the time of the Centennial Celebration, felt that it was high time that St. Paul's, as an educational institution within the State of New Hampshire, made some substantial contribution to education in general in the state. Spurred by this desire to be of service and to offer the facilities of St. Paul's School for the advancement of secondary education in New Hampshire, he contacted Dr. McCaffrey, then the Commissioner of Education, to discover how best such an arrangement could be made.

Dr. McCaffrey, aware of the problems of secondary education in New Hampshire, felt that one of the greatest possible uses of the St. Paul's School facilities would be to supplement the education available to academically talented boys in New Hampshire secondary schools through the creation of a summer program offering courses above and beyond those generally taken in a regular high school curriculum.

As the concept of the program began to take shape a committee was developed to work on it, formed of members of the St. Paul's School faculty and the State Department of Education. A tentative plan was evolved and presented to the representatives of the Fund for the Advancement of Education for their consideration. The result was that the Fund provided a grant of money to get the Program underway. Shortly after the grant was certain, Mr. Hall was appointed Director of the Program, and during the summer of 1957 I accepted the position of Assistant Director to the Program.

OBJECTIVES

As the various aspects of the summer session evolved, there developed three separate purposes or objectives to the summer's operations: First, and probably most important, to provide courses for academically talented secondary school boys of an advanced nature which were unavailable to them in their own schools; secondly, to provide an opportunity for college undergraduates interested in teaching as a career to take part in the Program assisting interns; third, to provide an opportunity for New Hampshire secondary school teachers to intern in the Program. Thus teachers could prepare themselves to teach advanced courses in their own schools, and develop techniques to be used in the teaching of the bright and gifted students in their own classrooms.

The state-wide Sophomore Testing Program is used as an early identifying technique for locating boys of high academic talent. This is particularly useful as practically every boy and girl during the sophomore year in high school takes part in this testing program. The state norms are available covering the scores on this test. In general, we have used the 95th percentile as a tentative cut-off point which means that we start talking about those boys who are in the top 5% of academic talent of all those boys completing the sophomore year in New Hampshire.

I personally write to each principal informing him of the boys in his Junior class who, according to the test, have the ability to take part in the program. We leave to the principal's discretion whether or not he recommends these boys to us or whether he wants to add other boys to the list. Each of the prospective candidates receives a package of material containing all forms necessary for complete registration as a competing candidate. When the application form is received at the Advanced Studies office, I personally interview the boys at their schools. This interview and a collection of the data concerning the boys is an integral part of their consideration as a candidate.

By the time we begin to screen the candidates, in terms of the 130 boys that we finally accept, we have nine different types of information available on each boy.

SELECTION

Selection is on the basis of aptitude, proven ability, recommendations, motivation, and interviews. Perhaps the most important of all these factors is the boy's motivation.

Obviously a boy has to want to learn in order to commit himself to be a concentrated academic program during his normal summer vacation. We are very careful that all boys have the necessary aptitude to keep up the pace of the Program and that their background in subject matter is sufficiently strong for them to manage the material.

During the winter of each school year I visit every secondary school in the state of New Hampshire which has male students. The 130 boys finally picked for the summer session represented about ⅔ of the schools in the State from about 50 different communities.

The cost to the Program of housing, food, facilities, faculty, etc., when broken down on the basis of 130 boys, means that it is approximately $600 per boy. Obviously a tuition of $600 without any financial aid would make the Program unavailable to 90% of the boys who take part. Fortunately the Fund for the Advancement of Education and the National Science Foundation provide scholarship funds for a large number of the boys. The whole philosophy of the program is evolved around the fact that this experience should be available to any academically talented boy in New Hampshire regardless of family finances. As a result of this, the scholarship has been, and we hope will continue to be, of a very liberal nature.

Of the 116 boys who took part in the 1959 summer session, 101 received scholarships. This makes it fairly obvious that it was much more common for a boy to have a scholarship than not to have one. The scholarships average slightly more than $400 per boy, with some scholarships being given as high as $575 of the total cost of the $600 tuition, the resulting difference of $25 we feel sure gives us a right to say that no boy is eliminated from the Program on a financial basis. After all, who could feed a teenage boy for six weeks for $25?

COURSE OFFERINGS

During the summer session, courses are offered the boys in four different areas, languages, mathematics, science and history.

In mathematics, there are four courses offered: Concepts of mathematics, which is the approximate equivalent of what the colleges call modern mathematics; calculus I, the first part of a two summer course in calculus, and calculus II, the second half of the course. (As you all know calculus is gengerally considered to be a college-level course.) The fourth mathematical course is advanced mathematics which is about equivalent to the regular senior mathematics taught at many of our high schools involving solid geometry, trigonometry and advanced algebra.

In the sciences, we offer regular chemistry, advanced chemistry, advanced biology and advanced physics. The regular chemistry again was about equivalent to a good high school chemistry course. This was offered mainly because there are a number of high schools in the state where laboratory facilities are so limited that a boy would enter college with a tremendous handicap in terms of laboratory experience. The advanced chemistry, advanced biology, and advanced physics courses presupposed a year of regular work in the science at the high school level and are themselves approximately the same as a Freshman college course in their areas.

In the lanuguage area, every boy attending is required to take three hours a week of English. The English course is set up to emphasize those factors which it is felt would help the boy most in preparation for his Freshman English work at the college level. The elective courses in languages are Greek I, Latin III, German I, Russian I and second year courses whenever enough boys are interested. It is interesting to find that there are sufficient scholars in New Hampshire interested in a course of classical Greek to make it worthwhile and, in truth, one of the best classes we have had.

In the social studies area, the course offered each summer has been Modern European History. This course deals in great detail with European history from 1500 to the present.

ACTIVITIES

All the activities of the summer are not purely academic in nature. All boys attending are expected, unless physically disabled, to take part in at least four sports: namely, baseball, tennis, soccer, and track. Swimming, squash, hiking and chess, among other things are available to those boys who are interested, but were not required. Every Saturday evening, a new-run movie is shown in the auditorium, and each Wednesday evening a lecturer appears on campus to speak

to the boys. Wednesday and Saturday afternoons are free for informal sports, and Sunday afternoons the boys may have guests or leave campus with their families, returning in time for the evening study period.

To the amazement of almost everyone concerned, every last boy arrived on time each summer with no late arrivals and no boy coming ill-equipped or ill-prepared. They arrive on a Sunday afternoon and orient very quickly, and need to, for classes begin promptly at 8:30 the following morning. They settle into a fast academic pace almost immediately. With four periods a day in their major subject three days a week and three periods a day on the other three days, they receive a total of 21 hours in their major subject each week. They are required to be in their rooms from 7:30 until 10:00 six nights a week for 2½ hours concentrated study. This studying with no interruptions of radio, television, or family, is a new experience to many of the boys and though they feel it somewhat of a chore during the first part of the Program, they begin to really appreciate the possibilities of concentrated study by the end. In addition to the required study time, there is approximately four hours a day of additional time available to those boys who need it and many used it very well. In many cases, the laboratories have to be cleared at 10:00 o'clock at night of boys anxious to continue experimental work.

All the boys take part with considerable enthusiasm in the athletic program and we have discovered that there are many outstanding athletes in the group. They like the new game, they develop new interests, and a great deal of house spirit in the competition.

Culturally, the boys get a great deal out of the Program. In fact, many boys and parents feel that what they learn in terms of ability to live together, better manners and social conduct, a chance to grow in a highly academic atmosphere, and the development and enrichment of their academic drive and their interest, are even more important than what they learn in the subject areas.

A COLLEGE DAY IS HELD

At the end of the third week of classes, a college day is held which is one of the important occurrances of the summer session. During the first part of the boys' visit here, each lad is interviewed in terms of the college or colleges he is interested in attending. Each boy is required to list at least two and up to four colleges he feels he might be interested in. I in turn contact the Admission Officers of these colleges and invite them to attend the College Day to interview boys and their parents. Last summer, the boys were interested in a total of 32 different colleges which were contacted. Though the session was held on a Saturday in July, which is an unbecoming time for any college man to attend a function, 28 of the 32 colleges responded in the affirmative and sent representatives to interview boys.

The Program begins shortly after lunch with speakers who present information to the boys and their families concerning college admission problems, methods of securing scholarship aid at the college level, and some of the basic problems of the Freshman year.

I also realize a number of very talented students are not reached by our Program. During the 1957-1958 winter of interviewing and traveling through the schools, 65 boys of the 217 who qualified by exceeding the 95th percentile would have nothing to do with me, with the Program, or with college. This actually represents approximately 30% of those boys in the top brackets of intelligence. This is a tremendous, almost criminal waste of talent, and yet, we cannot touch those boys unless the motivation in their communities and in their homes is increased to a level where they will want to take part in things of an academic nature.

As you have probably already surmised, the Advanced Studies Program is a pioneering effort in this area. I have been at National and International meetings concerning programs for the gifted and find that there is none other just exactly like ours. It is the only one of its kind and is generally considered by the Fund for the Advancement of Education to be a pilot study for the eventual development of similar programs elsewhere. It is being followed by educators, nationally and internationally, and information concerning the Program has been sent to all the corners of the country. This Program places New Hampshire in the forefront of educational advancement and experimentation and has brought a great deal of prestige, not only to St. Paul's, but to the entire state

of New Hampshire. The whole thing has been a tremendous experience for all of us involved and as one professor from Harvard said, he considered it to be the greatest contribution ever made to public education by an independent school.

In closing, I would like to remind you of this. While the Advanced Studies Program was designed to meet specific educational needs in the state of New Hampshire, these needs are not unlike those in many other parts of the country. Most of those who are acquainted with our Program feel that it is doing what it is intended to do, and with considerable success. We have learned a great deal since the first session in 1958 and are still learning. While our particular format may not fit exactly any other situation, we do feel that some of the general operational principles we have developed would be useful to others contemplating a program. If any of you feel that information in our possession would be valuable to you, please do not hesitate to request it as we will be more than happy to share our findings.

EFFECTS OF SPECIAL TRAINING ON THE ACHIEVEMENT AND ADJUSTMENT OF GIFTED CHILDREN

Nellie D. Hampton
Associate Professor of Education,
Iowa State Teachers College

The first phase of experimentation being conducted which pertains to a curriculum for gifted children was described. The research is sponsored cooperatively by the United States Office of Education and the Iowa State Teachers College. It involves a summer program for sixty rapid learning children who are brought to the college campus for an eight weeks session.

The children participate in a program which stresses the development of library and research skills, writing abilities, creative thinking, and human relations. The general objective is the improvement of certain attitudes, appreciations, techniques, and knowledge which would help rapid learning children to utilize their abilities more fully.

The children are to be tested one year after their participation in the summer session, and changes in achievement and adjustment will be compared with the changes in similar control groups of children who have not been enrolled in the special program.

For various phases of the research, children have been selected solely on the basis of intelligence test results, on a combination of intelligence scores and over-all achievement. For the coming summer, the criteria of selection will include performance in other selected areas as well.

(continued from page 54)

Of at least equal importance along with aptitudes and abilities in producing truly talented performance at the adult level is motivation. In addition to the questions answered by students regarding activities, interests, hobbies and the types of information collected from teachers regarding special talents, Project TALENT included two essays. It is hoped these may reveal something about the student's attitudes, values, and motivation. The subject of these two essays were:

"What High School Means to Me" and
"My Views of an Ideal Occupation—What I Would Most Like to Do With My Life."

In later follow-up studies when information is collected on students who appear to have achieved outstanding success in highly specialized fields, reference to these essays may reveal special insights into the early thinking and motivation of such gifted people.

SUMMARY

Project TALENT was designed to fill an important national need for facts regarding the identification, development, and utilization of human resources. This information is intended as a basis for manpower policies and a basic resource for the use of the many individuals responsible for the education and guidance of the nation's children to help them realize their full potential.

INTELLECTUAL AND EMOTIONAL CLIMATE IN FAMILIES PROCURING EMINENCE

Mildred George Goertzel, Research Assistant to Dr. Goertzel
Victor H. Goertzel, NAGC President-elect and Research Director
Fountain House Foundation, N. Y., N. Y.

CHILDREN WHO ARE TO BECOME EMINENT DO NOT LIKE SCHOOLS OR SCHOOL TEACHERS.

ADULTS WHO ACHIEVE EMINENCE HAVE PARENTS WHO ARE HIGHLY OPINIONATED ABOUT CONTROVERSIAL SUBJECTS.

MEN WHO ARE TO BECOME GREAT ARE NOT REBELS IN THEIR CHILDHOOD HOMES, DO NOT STRIKE OUT INTO AREAS DISTASTEFUL TO THE PARENTS, BUT OFTEN EXTEND THE PARENTAL VIEWS AND BECOME EMINENT BY SO DOING.

CREATIVITY DOES NOT RESULT FROM BEING REARED IN A WARM, COHESIVE, SUPPORTIVE HOME.

POETS AND MILITARY LEADERS ARE LIKELY TO BE SICKLY, MOTHER-SMOTHERED BOYS WHOSE MOTHERS DISLIKE THE FATHERS FOR NO REALISTIC REASON.

These are among the findings concerning seventy-seven world figures whose childhood backgrounds have been studied as to emotional intellectual climate in a preliminary survey.

There is no apparent relation between the amount of schooling and future eminence among the achieving individuals who were selected on the basis of the amount of biographical material published about them. The two most eminent persons in the ABC completed sample are Winston Churchill and Samuel Clemens. Neither liked school, neither behaved well in school, neither had college training.

Within two years the plan is to complete the survey of the approximately five hundred persons who will meet the qualifications of the research design. Advance investigation indicates the initial findings will agree with the final conclusions in major respects.

Preliminary findings indicate that the children who were to become eminent in the twentieth century were likely to complain about one or more of the following: the dull curriculum in their school; the emphasis on Latin and Greek; lack of communication with other students who did not share their interest in current novels or contemporary politics; being teased or bullied by dull older students; social discrimination because of not being athletically inclined; being scolded by teachers because they had poor clerical skills; unjust floggings by teachers; being castigated by teachers for alleged irreligious attitudes.

Twenty of the seventy-seven persons went to world renowned colleges such as the Sorbonne, Oxford or Harvard. These students, although they may have been rebels in elementary or secondary school, enjoyed college. Fourteen went to well known colleges and were appreciative of the work they had there. Seven went to obscure colleges where the academic standards were probably not high since the students who attended them were not happy. One student who was to become an eminent novelist made a zero in his composition course. Six went to military schools to be trained an officers. Fourteen were graduated from secondary schools, seven completed elementary school, seven did not complete elementary school. One was tutored, another one went to art school and became a writer.

No evidence is found that the lack of formal education is a hindrance to eminence to the creative adult. Some who lacked formal education were educated while working as actors, some were apprenticed as printers. One was a seaman, another a mechanic, some were reporters. They were all hungry readers. They enjoyed tutors, books, and close associations with intelligent and stimulating adults.

As children they had more freedom to travel, to read, to engage in self-initiated projects than did many other more conventionally reared children in their own times. In comparison with children of today, much more time was available for thinking, reading and conducting original experiments.

These boys and girls came from homes where the parents were highly opinionated about controversial issues not popular in their day. The children frequently became eminent by adopting a parental point of view, by fulfilling in action a parental daydream. Parents were revolutionaries, civic reformers, objectors to infant damnation and predestination, ministers, agnostics, Zionists, free-soilers, free-traders, abolitionists, suffragists. The children were not rebels in the home, did not seek patterns of expression foreign to the ideas of their parents.

The families were relatively free from nervous or mental disorders. Problem families, however, had the problem children. The few cases of mental illness were not repeated in succeeding generations in the same family, but children tended to imitate the parental personality traits which made certain homes turbulent and non-cohesive.

The study indicates that ten of eleven famous novelists came from fragmented, stormy homes. Humorists have tragic homes. Future poets and military leaders are often sickly, mother dominated boys, whose mothers dislike their fathers and bind the sons strongly to them with an "all-forgiving" affection. Mother-smothered boys who are affectionate to their fathers have fewer difficulties and are less hostile to other men in their own generation, but are likely to marry a mother substitute who is as permissive and protective as their own mother was in their boyhood. The nine children in this study who are sickly as children, have respiratory problems, are physically debilitated, have asthma, allergies or feeding problems have very dominating mothers who strongly dislike their husbands for non-realistic reasons.

Homes which are warm and cohesive, it was found, are the homes which produce lawyers, humanitarians, and politicians. It is children reared in destitute circumstances and other children of provident parents who involve their children directly in giving relief to the indigent who grow up to be humanitarians, social workers, advocates of social reform.

Investigation of the emotional and intellectual climate in which these seventy-seven children were reared indicates that the desire to earn money is secondary to the drive for achievement, or to manipulate people and events. The characteristics shared by the children who come from many nations and from widely varying socio-economic, racial and religious groups are early reading ability, omniverous reading, interest in abstract ideas, sustained interest in self-initiated projects and integration toward goals.

The strongest critic of schools is the child who finds his own home intellectually stimulating. Such children prefer to stay home and read books and often do just that. They like to study with their parents and enjoy meeting stimulating adults. They are interested in contemporary affairs and like to learn modern languages. They strongly resist drill, routine and repetition. Many were not able to adjust to the classroom, and since compulsory education was not in vogue in their times, escaped the classroom.

It is suggested that many who achieved eminence in their own times, would not be considered college material in our more regimented schools, but would have been compelled to attend school until they were sixteen and would probably not have been able to actualize their intellectual potentials.

THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS, FOR THE YEAR ENDED DECEMBER 31, 1959.

CASH BALANCE, January 1, 1959		$1,354
CASH RECEIPTS:		
Membership	$1,734	
Contributions	40	
Publications	1,841	3,615
		$4,969
CASH DISBURSEMENTS:		
Secretarial Help	$ 521	
The Gifted Child Quarterly	2,630	
Postage, Mailing	317	
Office Expense	122	
Contest Expense	75	
Telephone	4	
Dues & Subscriptions	30	
Taxes, Licenses	19	
Convention Expense	17	
Book Fund for Needy Children	43	
Repairs & Maintenance, Equipment	22	
Meetings, Advertising, Promotional	68	
Unclassified	51	3,919
CASH ON DEPOSIT at Citizens Bank of St. Bernard, Dec. 31, 1959		$1,050

COME TO THE CONVENTION

THE VARYING ROLE OF SUPERVISORS AND DIRECTORS FOR GIFTED PROGRAMS

RAPID LEARNER PROGRAM— FORT DODGE, IOWA

Gladys Grimjes, Consultant

In the fall of 1956 a Rapid Learner Program was organized in the Fort Dodge Public Schools. The objective of the educational program is to enable the schools to better meet individual differences. Each child in the classroom should be motivated to achieve at the highest level of his capacity.

A general program of enrichment is provided for the more capable students in the regular classrooms in the elementary schools, and enrichment plus partial grouping in subject areas in the junior high schools. The purpose of enrichment is not to replace the regular classroom curriculum, but to add to it so as to provide experiences of a greater variety. Through the use of enrichment materials a teacher is encouraged to explore many sources in her teaching, rather than limit her teaching to sole emphasis on the basic text.

A Curriculum Center located in the Administration Building is maintained for the teachers' use and for housing the books and other materials used in the enrichment program. The Curriculum Center supplements the materials found in the individual building libraries. A well equipped library is looked upon as essential to any program of enrichment.

A consultant was employed to establish the program mainly in four major subject areas of mathematics, science, social studies and language arts in grades 4-9. An active program is functioning for approximately the upper 15-20 percent of pupils in these grades.

The consultant periodically confers with the classroom teachers in the different buildings as to individual interests of students included in the program, and to units of work that are being taught. She makes suggestions to the teachers of enrichment activities such as, projects within the classroom, topics for research and creative activities. Both independent and team activities provide good opportunities for challenging rapid learners to make maximum use of their potentialities.

The enriched program of classroom instruction results in a better educational program for all pupils in the class. Consequently, teachers strive for the primary objective of good teaching, that is to enrich the school program so as to meet the individual needs of all pupils. Our belief in Fort Dodge is to keep children in their respective age groups, but encourage their curiosity, develop their self confidence, and increase their opportunity to study in depth.

GIFTED CHILDREN IN VOLUSIA CTY., FLA.

Arlene S. Eherts, Counselor, Gifted Child Program, Daytona Beach, Florida

COMBINED EFFORTS OF SCHOOL AND ASSOCIATION MEMBERS ARE PROFITABLE

Out on Willis Avenue in Daytona Beach is a reconverted paint shop that today houses one of the most recent ventures in education in this eastern Florida county.

Each week 135 children in grades three through seven, from thirteen elementary schools of the Halifax area, meet here with two special teachers for a program of enrichment. They attend on a scheduled basis with a different group participating in the program each day. For the balance of the week, they remain in their regular classrooms.

This is a "dream come true" for a group of parents and friends of gifted children who met informally, over a period of eight years, in an effort to design some plan for meeting the needs of these children.

The Instructional Enrichment Center, as it is called, is the result of the combined efforts of this group, the Volusia County Association for the Gifted, and the County Board of Public Instruction.

Although much of the physical labor in readying the building for occupancy, is completed, the Association still transports the children to and from the Center, supplements the limited budget, and assists the staff in carrying out many of their duties.

Since there has been such a mutual gain in understanding and insight between the educators and the Association members, there is every hope that this will continue as a cooperative enterprise.

STATE PROGRAMS FOR THE GIFTED

THE NORTH CAROLINA COMMISSION TO STUDY THE PUBLIC SCHOOL EDUCATION OF EXCEPTIONALLY TALENTED CHILDREN

Harold H. Bixler, Research Director

The Commission was set up by the State Legislature to study the problem and to present to the Governor and Legislature a program of action.

Research studies in progress include identification at third, fifth and eighth grade levels. Superintendents have been asked to describe enrichment and acceleration programs now in effect. A special check list calls upon superintendents to indicate three areas in which they want help. At the high school level research will duplicate Dr. Conant's study in representative systems.

Three pilot centers will demonstrate various provisions in the educational program such as:

1. Special classes
2. Ungraded primary school
3. Acceleration
4. Advanced placement programs
5. Seminars conducted by lay resource persons
6. Enrichment

These centers will be in operation during the school year of 1960-61.

In mid-December the superintendents of the state were asked if they would give a summary of what was being done in their units for gifted children. Sixty superintendents responded. Thirty-one agreed to work with our Commission on a unit-wide basis.

About the first of February a one-page survey questionnaire was sent out to elementary school principals on practices being carried out for the gifted and asking if they would like to become one of our cooperating schools.

You will be interested in some of the results from this first sample. The tabulation on activities now in use and planned activities in the 242 elementary schools follows.

It can be seen from this tabulation that there is considerable activity in the area of grouping. In fact, part-time ability grouping outranks enrichment as an approach to the gifted. There is very little acceleration in the form of skipping grades, but

PROVISIONS FOR THE GIFTED IN 242 ELEMENTARY SCHOOLS OF NORTH CAROLINA

Planned	Description	Now In Use
51	1. Ability grouping, fulltime (sectioning pupils into above average and below average groups)	68
50	2. Ability grouping, part time (for on period, as in reading, pupils are grouped according to ability and achievement)	127
83	3. Special interest groups, as in science, music (meeting irregularly often with someone other than homeroom teacher)	65
54	4. Special interest seminars (meeting regularly, before school, after school, Saturdays, often with lay resource people from community)	21
63	5. Enrichment, adding depth or breadth in the regular class (may be one or two pupils, or a larger group)	111
12	6. Acceleration — skipping a grade.	23
10	7. Acceleration — doing two years work in one.	11
9	8. Acceleration — doing three years work in two.	5
74	9. Advanced courses at an earlier grade than usual, as Algebra, grade 8.	27
78	10. Special classes for gifted (above approximately 130 IQ). These may come from more than one school, or more than one grade.	14

there is considerable acceleration in the form of offering advanced courses at an earlier grade than usual. The most surprising thing is the number of schools that plan to start a special class.

On the high school level, 165 principals responded within a ten-day period. The most common practice here, reported by 90 schools, is having talented students take five solid subjects. Enrichment in the regular classroom tied for second place with special interest groups outside of class. Seventy-two schools reported each practice. Seventy schools report ability grouping on a homeroom basis. Some replied that they did this subject by subject. Acceleration again is taking the form of offering advanced courses to students at an earlier grade.

To sum up, there is every indication that the schools of North Carolina are genuinely interested in doing something for talented and gifted students. Practically every practice reported in the Educational and Psychological literature, which is considered an approach to the gifted student, is being used somewhere in North Carolina. There is also every indication of interest on the part of the lay public. We must make certain as we move forward that we are proceeding in a sound way. I hope that our Commission can come up with some worthwhile recommendations. We implore your assistance.

Further information concerning tentative findings of the state of North Carolina Commission to study the Public School Education of exceptionally talented children may be had from C. D. Killian, executive officer, and chairman, Cullowhee, N. Carolina.

CALL FOR RESEARCH PAPERS

FOR THE 1960 NAGC, 8th ANNUAL CONVENTION

APRIL 26-30, 1960, HOTEL HUDSON, NEW YORK CITY

To Be Considered for the Program Please:

1. Contact the Committee Chairman of your intent, immediately.
2. Prepare manuscript full length in final edited form. Double space, using one inch margin, triplicate on 8½ x 11, Bond paper.
3. Reading Time: 20 minutes. The paper read may be narrative in style, reserving the more technical details, if so desired. Both the non-technical report read, and 100 copies of the Research Report (for audience and news releases) are expected when paper is presented.
4. Include your name, title, institution or agency, address (street, city and state, plus your plans for audio visual aids, and handing out the report of your study.)
5. Final copy must be received by the Chairman, no later than January 15, 1961.
6. Submit your manuscripts to:

Program Chairman,
NAGC
409 Clinton Springs,
Cincinnati 17, Ohio

STATE PROGRAMS FOR THE GIFTED (Continued)

THE SOUTHERN REGIONAL PROJECT FOR EDUCATION OF THE GIFTED

Virgil S. Ward, Director Southern Regional Project for Education of the Gifted, School of Education, Charlottesville, Virginia.

This project is designed by the Southern Regional Education Board to provide training for state department of education personnel in essential aspects of education for bright and talented youth. The enterprise is principally financed by the *Carnegie Corporation of New York*. The *University of Virginia* serves as the institution through which the project will be coordinated, and *at which the training will be centered for the project year beginning July, 1960, and extending through June, 1961.*

Eleven Southern states, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina Tennessee, Texas, Virginia, and West Virginia, have planned full participation. It is possible for a limited number of additional participants to be included in parts of the training program, necessarily at their own expense. *One staff member from each of the participating state departments of education has been designated to engage in the project, and to be responsible for developing within his state further provisions for the proper education of intellectually superior and talented young people at all school levels.*

The procedures for training involve a *four-week orientation session,* in which major considerations in education for persons of superior behavioral potential will be explored. Authorities widely recognized for their accomplishments in various aspects of such endeavors will be sought as *consultants* during this opening phase of the project. Following this period of study, some *five tours of observation will be made by the participants,* each approximately two weeks in duration, for the purpose of direct contact with established and meritorious programs of education for the gifted in schools across the nation. *Two seminars, each a week long,* will be held at intervals during the project year to provide further opportunity for an exchange of thought growing out of the study and observation, and for further explicit planning for developments within the respective states. Periods between the training sessions and observational tours will be spent by each participant in the conduct of responsibilities in his own office, including duties that relate to the purposes of the project.

The basic objective of the enterprise is to provide within each participating state, at least one strategically responsible educa-

(Continued on page 68)

AN OVERVIEW OF STATE PROGRAMS FOR THE GIFTED

Ann F. Isaacs, Executive Director, NAGC

In an attempt to evaluate the provisions for Gifted at the state level inquiries were mailed to each department of education throughout the country. The data presented in the chart which follows is based on the response to the questionaires directed to state superintendents of education throughout the United States. Of the fifty states, answers were received from twenty-seven, after one follow up letter. It might be hypothecated that at the time of inquiry, states not responding had no programs for the gifted with a director at the head, or if provisions existed, responsibility was diffused.

As of March, 1960, these were the states (eleven) in which there were full or part time directors of gifted child programs: California, Hawaii, Illinois, Minnesota, New York, North Carolina, Ohio, Oregon, Rhode Island, Tennessee and Washington. Eighteen states indicated that many requests for information were being received, seeking to know more about identification, curriculum, financing and legislation for the gifted.

Since the picture is one which is rapidly shifting, it is important to realize that additional changes may already have taken place. It is interesting to note the passage of legislation did not occur as the result of a single isolated effort. Many of the states reporting indicated that legislation had repeatedly been proposed without passing. Proposals referred to a committee for further consideration, frequently did not get out of the committee. Since this situation is analogous to that which was found in states with existing legislation, it is probable that the growing number of state programs for the gifted will continue to expand.

STATE PROGRAMS FOR GIFTED

STATE	NAME AND TITLE OF SUPERVISOR FOR GIFTED	AMT. OF LEGISLATION	DURATION OF LEGISLATION	REQUESTS FOR INFORMATION SOME	REQUESTS FOR INFORMATION MANY	NATURE OF INFORMATION REQUESTED
1. CALIFORNIA	Ruth A. Martinson, Coordinator, Study of programs for gifted	$137,000	1957-60		x	
2. HAWAII	Robert Bainbridge, Director of the Program for the Gifted	yes				
3. ILLINOIS	David Jackson, Acting Director, the Gifted Child Program				x	
4. MINNESOTA	Mary Pilch, Director		1960-61			
5. NEW YORK	A. Tannenbaum	$200,000-$400,000 Proposed	1960-61			
6. N. CAROLINA	C. D. Killian, Chairman Commission to Study the Public Education of Exceptionally Talented Children for the State of North Carolina	yes	1960-61			
7. OHIO	John Slaymaker, Acting Director	$250,000	1960-		x	
8. OREGON	Bradford Dodson, Consultant on the Education of Able and Gifted Children	$750,000	1959-61			Gen. info., as to what is being done in the state
9. RHODE ISLAND	Edward F. Wilcox, Assistant Commissioner of Education	$ 60,000	7-1-59 to 6-30-60			Legislation, identification programs
10. TENNESSEE	Vernon L. Johnson, Director of Special Education	$100,000	1959-61			Grouping, Enrichment Acceleration
11. WASHINGTON	Eugene H. Smith, Research Coordinator	$ 57,000	1959-61			

SUMMARY OF INFORMATION

Based on responses from 18 states:

Identification	8
Curriculum	6
Financing	1
Legislation	2
General	1

PRESIDENT'S MESSAGE

Following is a condensed version of my remarks at the NAGC luncheon in Chicago, September 2, 1960, at the time of the American Psychological Association annual meeting on the subject of "The Gifted Child in Today's Environment."

There is a greater acceptance of the gifted child in today's environment than there was in yesterday's. Since Sputnik, the adolescent gifted in science or mathematics has gained most in opportunities for achieving his potential and in social prestige. High school children of varying abilities and interests have been benefited, to some degree, by the introduction of honors classes, by better training for science and mathematics teachers, by summer programs at several colleges, by generally higher standards in all academic subjects, by television teaching, by the introduction of text books and visual aids more suitable for the rapid learner. The term "egg head" is now seldom used as an expression of contempt.

Within this modified climate the gifted young scientist and some of his classmates have suffered by the emphasis on quantity rather than quality. We are constantly reading about the *number* of engineers, chemists and physicists we are producing and comparing this with the *number* in the Soviet Union. We do not appreciate the difference between the "scientist" who is re-packaging a product and the imaginative genius with a new insight that might even change the name of the age. We do not know where our next Einstein will arise or what will be the label of the age that follows the Atomic Age.

The myth of Frankenstein stalks the land. Admiration for the scientist is mixed with fear. Our most eminent scientists publicly debate the ethics of their work and this ambivalence is reflected in passionate defenses and equally passionate criticism. Part of our responsibility is to help adolescent gifted youth understand their role in society as well as their academic responsibilities.

Historically, each succeeding culture gets from its gifted the achievements it seeks, rewards and values. The poet and artist had their day in the middle ages when men of wealth vied to be their patrons. We can expect that our age will produce scientists or at least technicians.

Respect for giftedness is highest for the aged, and least for infancy. The mother who babbles about her brilliant infant is seldom forgiven even though he tops all the Gesell norms. The truly gifted child, especially the young boy, is often in real trouble by the time he is eight or nine. It is then he must often choose between being a social isolate or taking on the protective coloring of mediocrity. On the other hand, the eminent surgeon is thought queer if he fritters away his time in the bowling alley or on PTA committees. The nine year old boy who is potentially a great surgeon is thought not to be a "typical American boy" if he is not almost solely occupied with baseball, comics and cowboy movies. He is frequently labeled anti-social. The library denies him the difficult books he especially wants to read.

We must alert ourselves to such experiments as are in progress and watch for the gifted leaders to emerge in our society who can help each child to actualize his potential in a climate of friendliness and goodwill. As NAGC members we can hope to have a positive role to play in creating a school and a society to meet the needs of the present age. If we discover highly efficient methods suited for the nurturing of the gifted child, we will probably discover that the same techniques are valid for all children. The gifted child, in addition to being gifted is after all a child.

Victor Goertzel, Ph. D.

Administration Procedures and School Practices for the Academically Talented Student. Washington, D. C.: N E A, 1959. 223p. Discusses a variety of devices being utilized in effectively administering programs for the gifted. An excellent bibliography is appended.

* * *

Bluemle, Andrew. Saturday Science. E. P. Dutton and Co., Inc., 1960. 333 p. Presents the lectures of Westinghouse Research Laboratories. These were held on Saturday afternoons for Science Honors Students High school seniors, by a dozen practicing research scientists. Both principals and techniques are covered, focusing on modern interpretations of traditional principals. A valuable asset to the library of the gifted students as well as their students.

* * *

Carriker, W. and Asher, W. "Research Related to Pupils With Special Abilities," School Life 42 (February, 1960), 19-23. Discusses thirteen research projects of the cooperative research program of the office of Education which began in 1956. Of a total of 256 research projects, only 27 are related to problems of the gifted.

* * *

English for the Academically Talented Student. Washington, D. C.: N E A, 1960. 128 p. A variety of contributors describe the problems of administration, teaching and subject matter itself in the field of English for the academically talented.

* * *

Impellizer, I. and Krugman, M. "Identification and Guidance of Underachieving Gifted Students," Exceptional Children, 26 (February, 1960), 283-6. New York City's Talent Preservation Project is described. Three programs were used: Guidance involving a test battery to determine the educational development of the child, a Higher Horizons Program to raise the educational and vocational sights, and an Early Identification Project, for kindergarten through the third grade. Secondary problems were related to exploring high achievement in mediocre students and the relationship of motivation and high ability.

* * *

Kough, J. Practical Programs for the Gifted. Chicago, Ill.: Science Research Associates, 1960. 295 p. Provides reports on thirty-four programs for gifted throughout the U.S.A., as selected by a panel of experts. Discusses in addition, methods of providing for identifying and motivating the gifted, as well as the role of consultants in gifted child programs. This will prove a helpful text to supervisors, teachers and parents interested in existing programs, or the formation of new ones.

* * *

Mathematics for the Academically Talented. Washington, D. C.: N E A, 1959. 48 p. Ways of identifying the gifted in Math, administratively providing for them and materials for teaching them are suggested. In addition attributes of the teacher of talented are discussed.

* * *

Fliegler, L. A. and Bish, E. C. "Gifted and the Talented," Review of Educational Research, 29 (December, 1959), 408-50. Comprehensively review the literature on the gifted over a six year period, since Newland's review. Areas covered include: Science, mathematics, peer relationships, factors in achievement, creativity, teacher preparation, administrative provisions, and curriculum adaptations.

* * *

Laycock, S. Mental Hygiene in the School. Toronto, Canada: Copp Clark, 1960. 177 p. Of special interest to those who work with the gifted because of the numerous references which have implications for the gifted, and because of Dr. Laycock's long standing special concern for these boys and girls.

THE PARENTS' PAGE
by
Dorthea M. Dryer

"OUR GIFTED CHILDREN"

"You should be very thankful", the nun commented, as I stopped to chat with her after school one day. "You have gifted children."

"Yes, Sister, I realize that", I replied knowingly, "And sometimes it presents quite a problem".

And thus the story begins.

Fame and fortune have eluded my husband and me during our fifteen years of marriage, but we have been blessed with seven healthy, normal, and in the opinion of some teachers and other adults, "gifted" children. I do not use the word "gifted" in the sense that these children are geniuses. Far from it. But they all do possess a higher than average intelligence. This includes all but the baby, who is just five months old, and cannot be judged as yet.

The problem about which we are concerned at the present time centers about our son, Cliff, who is just eight years old, and in the second grade. Following their father's example, our two older boys have displayed an eager interest in athletics. The older boy, who is 12, is not only an above average student, but is superior in athletics. The younger boy, about whom we are concerned, while not being as good in the performance of athletics as his brother, is far superior in keeping scores, averages, etc. of the various players and teams.

After the mid-term examinations, Cliff came home one day and told me he and five other children were being sent up to the third grade for arithmetic. After a few weeks had passed I noted also that he was bringing home a third grade reader. So I proceeded to visit his teacher who informed me that she thought Cliff was quite capable of doing third grade work. (Incidentally the nun about whom I wrote above is the third grade teacher.) I readily replied that both his father and I were opposed to his skipping a grade, as we felt he was a little small for his size, he has always been shy, and the pressure of trying to keep up in later years might be great for him as he is a high-strung, sensitive child.

The teacher, however, did not understand that I meant for him not to be sent to the third grade, and continued to do this. Finally I wrote a note demanding that he be kept in the second grade at all times.

Are we, his parents, being unfair to this child? He, himself, would readily agree to skipping to the fourth grade.

Were it not for the fact that we have a large family, perhaps we would let him go ahead. However, unless our children are able to go to college on scholarships, we see no way possible to be able to afford to send them. If Cliff did not win a scholarship, he would get out of high school at an age too young to go to work, and would have a year or so to do nothing.

What is the opinion of the NAGC on this?

Editorial Note: The writer's name has been withheld. Responses should be forwarded to NAGC Headquarters.

(Continued from page 64)

tional official who has been made knowledgeable of the best theory and practice in contemporary American schools for improved education for bright and talented youth. Through the continuing leadership of key personnel thus specifically prepared, it is considered probable that the present efforts for the gifted in schools in the Southern region will be significantly stimulated and further developed.

Notes and News

IN CALIFORNIA

A proposal to the state legislature in January will suggest state aid for the gifted. Approved by the State Board of Education, the proposal calls for up to $300 per gifted pupil paid yearly to those districts maintaining special programs for the top two per cent of the school population.

* * *

IN WASHINGTON, D. C.

Now is the time to write to Science Service for full information about the Twentieth Science Talent Search. The 30,000 seniors in high schools, both private and public are being invited to participate. Examinations and entry materials will be mailed out beginning Nov. 15, completed entries must reach Washington by December 27. For further information write to: Science Service, 1719 N. St., Washington 6, D. C.

Principals of high schools, preparatory and elementary schools who would like to have the Traveling Science Library program sponsored by the National Science Foundation are invited to write to: Dr. H. J. Deason, American Association for the Advancement of Science 1515 Massachusetts Ave., Washington 5, D. C.

The Division of Press and Radio Relations of the N E A has completed a new film. It is titled: "A Time for Talent". The academically talented programs of Denver, Colo., St. Louis Park, Minn., and Marshall, Mich. are described. Write the above organization, 1201 16th St., N. W., Washington, D. C., for further information.

* * *

IN FLORIDA

Mrs. Leonard V. Wirkus, 8501 S. W. 53rd Ave., Miami, is the temporary chairman of the newly organized Dade County Group for Gifted Children. Meetings will be held every third Thursday of the month, 8:00 P. M. in the auditorium of the Lindsey Hopkins Building, 1410 N.E. 2nd Ave., Miami, Florida.

IN GREAT BRITAIN

Mr. Victor Serebriakoff, honorary secretary, indicates that Mensa, The British Society of which the only qualification for membership is the ability to score very highly in a standard intelligence test, is now rapidly recruiting members in America. Most major British cities have now got Mensa branches where people of high intelligence can have meetings and outings in the congenial company of people of their own sort. The large numbers of applications which have poured in from America after a number of newspaper articles about us lead us to believe that Americans too may enjoy belonging to a Society into which only gifted people are admitted.

The primary object of the Society is to assemble a panel of gifted people in all countries and to conduct comparative surveys of their opinions and attitudes. The social side of the Society however seems to have become almost as important.

We discover that gifted people are frequently isolated and lonely because they are unable to contact a group with whom they can mix without the embarrassment and restraint which comes of a widely differing intellectual level.

Our procedure is simple. Anyone who feels they may be in the top percentile as regards intelligence is invited to apply to our Selection Agency. This Agency will arrange for the person to be tested on a standard intelligence test. This test can be taken in your own home and if you are successful in it you are subject to a second, supervised test which is decisive. The selection level is such that about one percent of a random sample of the population would be accepted. There is of course an element of self selection by applicants so that about 10 percent are found eligible.

In spite of the great difficulties of assembling a panel of members when the rejection rate is so high we have now built up a panel of over 2,000 members, mostly in Great Britain but with a rising proportion in other parts of the English speaking world. In particular the American contingent is expanding rapidly and it should not be very long before it will be possible to have a functioning group in New York at least.

Members of the National Association for Gifted Children who would like to apply for membership of Mensa should write in the first instance to The Mensa Selection Agency, Sandringham, Briscoe Road, Rainham, Essex.

Yours sincerely, Victor Serebriakoff, honorary secretary of Mensa.

EDITORIAL NOTES

Gifted children from needy and underprivileged homes should be identified and followed throughout their school careers, from preschool through college. The plea from the parent on THE PARENTS' PAGE is typical of fears of many a father and mother whose resources are limited. Identification of these children and program provisions are inadequate, if constant follow up to help assure their continuous progress does not also take place.

The report from St. Paul's School by Mr. Hugny reveals that one-third of the boys who had the chance to partake in the program rejected the opportunity. While some of this group may not have been motivated, without doubt, a portion of them may come from underprivileged homes. They may have felt their duty was to remain at home assisting in whatever ways possible, or they may have felt litle desire to participate because of inadequate clothing or transportation fees. No research has ever indicated a tendency on the part of the gifted as a group, to seek help, when they are able to "get along." As a society however, we cannot be content to merely permit them to get along, for selfless reasons. The gifted are important to the welfare of the world. Everything must be done not only to further their education, but to help them form a strong self concept, a sense of who they are, that they may have the greatest possible desire to make the most of their talents.

Most effectively this self-identification should take place early, during the elementary school years. Parents, teachers, principals and supervisors play a significant role here. The Gifted Needy Book Project which The Cincinnati NAGC Chapter initiated is a small step in helping to provide concrete evidence to the child that his school teachers and principal have taken special interest in his abilities. Should you like to know more about how this project can be effectively carried out in your community, or if you would like to contribute to the Book fund, write to NAGC, Attention: Chairman The Needy Gifted Child Book Project.

If you are connected with a gifted program, do your part to help start a local NAGC chapter. Did you know that over the past twenty years hundreds of programs for the gifted have literally disappeared? Too frequently we are hearing "I wonder what the next educational 'fad' will be?" Those of us who are closely following provisions for the gifted know that only a beginning has been made, especially at the elementary level. Start an NAGC Chapter in your community, to sustain existing programs, and to stimulate the formation of new ones.

READERS OF THE QUARTERLY—
Your Help Is Needed
Next Spring.

THE GIFTED CHILD QUARTERLY will strive to list summer programs and plans that will be of interest to both the adult parents and teachers of gifted children, as well as the children themselves. Please help us by:

1. Contacting the colleges or universities in your community with an inquiry regarding their plan to offer course work in the area of education and psychology for the gifted. Information regarding workshops, conferences and full term courses will be welcomed. If you are in college teaching, please let us know the time, place, college, and course titles.
2. Providing us with as much information as possible about the summer opportunities for gifted in your own community, from your personal knowledge, as well as news of programs you may have heard about that should be further evaluated, and or investigated. Let us know about summer camps, summer school programs, community facilities and others you feel merit commendation.

PLAN TO ATTEND THE 8th ANNUAL NAGC CONVENTION NEW YORK CITY APRIL 26-29, 1961

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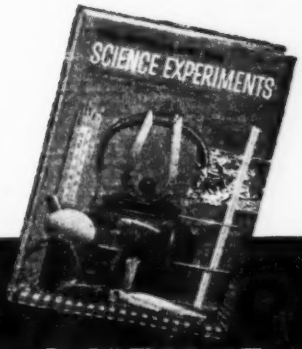

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WHAT NAGC DOES

1. Provides articles and reprints, and publishes the QUARTERLY.
2. Gives program assistance to all interested groups.
3. Plans National Conventions.
4. Helps subsidize programs at all levels.
5. Encourages research.
6. Sponsors an annual essay contest to stimulate interest in the gifted.
7. Serves as a clearing house.
8. Keeps abreast of current programs, practices and research findings.
9. Helps schools get started on their programs.
10. Aids parents of gifted.

FOR A BRIGHTER WORLD TOMORROW, LET US AID GIFTED CHILDREN
IDENTIFY, DEVELOP AND WISELY USE THEIR TALENTS TODAY
JOIN NAGC

MEMBERSHIP APPLICATION

THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

409 Clinton Springs Avenue **Cincinnati 17, Ohio**

Date_____

Name_____ Telephone Number_____

Home Address_____
Street City Zone State

School, Business or Profession_____

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